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ABSTRACT

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Thirty seven questions are listed, covering such factors as family background, language usage at home, and aspirations for the education of the children. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (VM)

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PARENT QUESTIONNAIRE
ON
BILINGUAL EDUCATION

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I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the National Consortia for Bilingual Education. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

(1) Provides the most reliable type of information if the interview is handled adequately;

(2) Provides a means for interviewers to pick up additional information from parents regarding the program;

(3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;

(4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

(1) More expenses are incurred with this technique than with the other techniques to be mentioned;

(2) More time is spent in gathering the information in comparison to the other techniques.

B. GROUP TECHNIQUE - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

(1) Reliable information can be gathered if the parents are properly introduced to the instrument;

(2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;

(3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

(1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

(1) Provides a savings in terms of time and travel;

(2) Allows the interviewer to provide information to the parent if necessary;

(3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

(1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;

(2) Difficult to get reliable information;

(3) Can interview only those parents who have a telephone.

D. MAIL-OUT TECHNIQUE - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

(1) Inexpensive;

(2) Requires little time on the part of project personnel;

(3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

(1) Probable very low return rate for the questionnaire;

(2) No way to determine the reliability of the information gathered;

(3) No direct communication involved between the project and the parents;

(4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- To determine how well your project personnel have communicated with the parents involved in the bilingual program;

- To provide information that has implications for modifying your instructional program;

- To provide information that has implications for modifying the parent involvement component of your program;

- To provide information on specific children in terms of their emotional adjustment to the program;

- To indicate specific parents who need to be further involved in the program.

PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

1. Which of your children attend bilingual classes?

2. Why did you want your children to attend the bilingual class?

3. Do you want your child(ren) enrolled in the bilingual class next year?
   Yes_____ No_____
   Why?

4. Do you think that it will be easier or harder for your children in the bilingual class than it would be in another class?

   1. easier _____
   2. harder _____
   3. about the same _____

   Why?

5. What do you hope your children will gain from attending bilingual classes?

6. How far do you expect your daughters to go in school? (Please circle one number).

   1. finish elementary school
   2. finish junior high school
   3. finish high school
   4. finish 2 years of college
   5. finish college
   6. finish graduate school

7. How far do you expect your sons to go in school? (Please circle one number).

   1. finish elementary school
   2. finish junior high school
   3. finish high school
   4. finish 2 years of college
   5. finish graduate school

8. When your daughters are grown up, what kind of jobs do you expect them to have? (Give an example).

9. When your sons are grown up, what kind of jobs do you expect them to have? (Give an example).

10. In what language did you receive most of your education?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

11. In what language did your husband (or wife) receive most of his education?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

12. Circle the last year which you completed in school:

1 2 3 4 5 6 7 8 9 10 11 12

2 years of college
4 years of college
graduate school

13. Circle the last year which your husband or wife completed in school:

1 2 3 4 5 6 7 8 9 10 11 12

2 years of college
4 years of college
graduate school

14. Can you read Spanish? 1. Yes _____ 2. No _____

Can you read English? 1. Yes _____ 2. No _____

15. Can your husband (or wife) read Spanish? 1. Yes _____ 2. No _____

Can your husband (or wife) read English? 1. Yes _____ 2. No _____

16. Did you always live in the continental United States?

1. Yes _____ 2. No _____

If the answer is "yes", you do not need to answer questions No. 17, 18 and 19.

17. If not, when did you move to the mainland? (Please circle one number).

1. Less than 1 year ago
2. 1-2 years ago
3. 3-5 years ago
4. 6-10 years ago
5. More than 10 years ago

18. Where did you live before you moved to the mainland?

1. Country _____

2. City or town _____

19. Do you have plans to return to live in the place indicated in your answer to question No. 18?

1. Yes _____ 2. No _____

20. Does your family ever visit relatives who do not live in the continental United States?

1. Yes_____ 2. No _____

If "yes", when was the last visit? (Please circle one number)

1. Within 1 year
2. Within 2 years
3. Within 3 years
4. Within 5 years
5. More than 5 years ago

21. What is your occupation? _____

22. If you work, what language do you speak on the job? (Please circle one number)

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

23. What is your husband's or wife's occupation? _____

24. If your husband or wife works, what language does he or she speak on the job? (Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

25. When you talk to your husband or wife, which language do you speak? (Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

26. When you talk to your children, do you speak English or Spanish? Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

27. What language do your children speak to you? (Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

28. What language do your children speak when they talk to their brothers and sisters?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

29. What language do your children speak when they play with their friends outdoors?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

30. Are there any adult relatives not living with you whom your children see frequently (once a month or more)? If yes, what language does this relative most often use when speaking to the children? (Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

31. What language do your children speak to this adult relative? (Please circle one number).

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

32. Are there any young relatives not living with you whom your children see frequently (once a month or more)? If yes, what language does this relative most often use when speaking to the children?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

33. What language do your children speak to this young relative?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

34. When you watch T.V., do you watch programs in English or in Spanish?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

35. When the children watch T.V., do they watch programs in English or in Spanish?

1. Only Spanish
2. Mostly Spanish
3. Only English
4. Mostly English
5. English and Spanish equally

36. Do any of your children watch Sesame Street on T.V.? Yes_____ No _____

37. Would you like a Spanish version of Sesame Street? Yes_____ No _____